1. No yelling

**Norms**

1. We will not yell. Chair: Burr
2. We will begin and end on time. Scribe: Burr
3. We will uphold confidentiality between employees.
4. We will make decisions by consensus.
5. We will participate at school or district level meetings.

Riverside High School ESL

# PLC Meeting Agenda

**Date: 9.14.2011**

**Purpose of the Meeting:** To engage in a PLC forum with colleagues to discuss curricular goals, processes, and other business related to student achievement.

**Four Guiding Questions**

1. What do we want our students to learn?
2. How will we know they’ve learned it?
3. How will we respond when a student experiences difficulty?
4. How will we respond when a student already knows?

**Desired Outcomes Today:** By the end of the meeting, the PLC will have

* Agreed on Norms
* Done an AFL self-assessment and planned next steps
* Plan next steps for upcoming PLC meeting
* Unpack standards (Can-do descriptors)

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| **Agenda** | | | | |
| **WHAT** | HOW | **WHO** | **TIME** | **NOTES** |
| **Agree on norms** | Consensus based on discussion. | Autumn  Jennifer  Alaina | 1:15-1:40 | See above |
| **AFL Self Assessment** | AFL framework discussed as a group with notes | Autumn  Jennifer  Alaina | 1:402:35 | * . Assessment (Pacing) Calendar   -ESL elective courses do not have one due to diverse needs of the population served  -ESL Sheltered courses follow the pacing guides of the content area taught   * Unpacking /analyze standards (NCSCOS)   -Standards, worded as WIDA Can-Do Descriptors, guide and facilitate instruction.   * Identify learning targets/learning progressions   -The WAPT and Access scores determine learning current and future learning targets.  -Can-Do Descriptors provide a clear progression with increasing rigor that develops English Language Proficiency.   * Create Pre-assessments   -WAPT serves as the initial pre-assessment  -Annual Access tests and teacher collaboration are used for placement in ESL courses for upcoming year.  -Diagnostic classroom assessments are used to both begin new units and to guide instruction throughout them.   * Informal formative assessments   -Informal formative assessments are used before and during each unit to determine needs in relation to vocabulary, grammar, and content area knowledge using all four of the language domains.   * Minute by minute assessments   -A variety of assessments are used including observation, exit tickets, responses to EQs, and random selection of student responses.   * Descriptive feedback   -Writing assignments are followed by written comments.  -Two way journals are used.  -Weekly correspondence occurs to identify strengths and areas in need of improvement.   * Common Assessments/SGA and/or CA data * The Access test is administered annually. * ESL classes are all based on different standards and would not lend themselves to other, more frequent common assessments. * Post Assessments * Unit quizzes and tests * Annual Access test * Corrective Instruction * Novice level classes will take at summative assessment at the 9 week mark and be reassigned to ESL class/level according to progress and student need. * Intermediate and advanced level students will take an assessment at the semester end and be reassigned to ESL class/level according to progress and student. * Student-led tutoring held three times a week from 2:45-3:30 with designated ESL classroom. * Identifying the misconceptions   -Differentiation can and should still occur to accommodate strengths and needs of each student in each domain.   * Differentiation of Instruction * Scaffolding Lessons   - Differentiation can and should still occur to accommodate strengths and needs of each student in each domain.   * Tiered Lessons/Cooperating Learning * Whole group, small group, pair, and individual work is used with grouping based on both heterogeneous and homogenous skill level. * Enrichment/HOTS   -Lessons are created based on Bloom’s taxonomy.  -Extension activities are planned for students who demonstrate skill mastery for each unit.   * Extension activities   -Self-selected reading, online games and research, projects, workshops, and real-life application are provided for each unit.   * Differentiation Activities   -Scaffolding, sentence starters, leveled readers, native language support, visuals, graphic organizers, materials that support different learning styles, leveled classes, and WIDA Can-Do Descriptors   * Incorporate Revised Bloom’s Taxonomy   -Built into each lesson plan. |
| **Brainstorm next steps** | Create outline / list of what we need to focus on at our next meeting | Autumn  Jennifer  Alaina | 2:35-3:35 | See attached outline and notes |
| **Unpack Standards** | Review Can-do |  | 3:35-4:00 | **See WIDA book** |
| **Submit minutes, self assessment and other documents** |  |  |  | **See email attachments** |

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| **For next time:**  **Create an outline of next steps** | **Who’s Responsible?**  **Each teacher will create a list and Alaina will compile them into outline format.** |